

Foresters School Behaviour Policy and Anti-Bullying Policy

Aims

At Foresters school we believe that all children have the right to learn in a safe, happy and healthy environment. We believe that it is vital to work in partnership with parents to support all children's behaviour.

We aim for all children to develop self-discipline, demonstrating a high standard of independent behaviour, which shows respect for others and their surroundings, thus promoting an excellent learning environment.

As a school we understand that some children's needs may be greater than others and there is an acceptance that to achieve the aims and objectives of this policy, some children may need additional support through different class practices, behaviour plans and outside agencies. This policy applies to all children but at the same time any issue must also be considered on a case by case basis taking into account all the children's needs.

OBJECTIVES

- To develop self-discipline by understanding the need for appropriate behaviour.
- To accept and conform to the school rules.
- To achieve a high level of behaviour at all times, in and out of school.
- To promote an environment where respect for each other, all adults, and their surroundings prevails, enabling quality learning and teaching to take place irrespective of race, gender, sexual orientation disability, nationality, religion or home circumstances.
- To promote good behaviour by praise and presenting positive models.

Rules

We believe that rules help set boundaries for behaviour and promote good behaviour in children. At Foresters we follow the Golden Rules:

The Six Golden Rules are:

We are gentle – we do not hurt anybody
We are kind and helpful – we do not hurt people's feelings
We work hard – We do not waste time
We look after property – we do not waste or damage things
We listen to people – We do not interrupt
We are honest – we do not cover up the truth

Our 7th Foresters Golden rule is: We never give up!
When teaching children about these rules we teach the children what observable features we expect to see in order for them to meet the rules. We believe that behaviour should be taught and modelled to the children by adults and other children. We recognise that it will be necessary to teach the children through dedicated PSHCE/SEAL lessons and reinforce behaviour through assemblies.

All classes will use circle time to support the behaviour policy.

These rules should be clearly displayed in the school and designated displays will have visual and written illustrations for the children and staff so all are clear about behaviour expectations.

Rewards and Sanctions

We believe that good behaviour is best encouraged through a consistent approach by all staff.

Positive reinforcement should be used to encourage good behaviour where possible and a list of positive rewards is included in the appendix 1 of this policy.

Where problems arise with behaviour approaches such as emotion coaching, restorative justice and solution focussed approaches should be used to help children reflect on their behaviour and what they could do to resolve difficulties.

Where sanctions are required to support behaviour that falls below our level of expectation it is important that the punishments are not just punitive but encourage the children to learn from their mistakes. A list of behaviours and the sanctions that may be applied are listed in appendix 2.

Some children's behaviour will fall outside of expected norms and in these cases it may be necessary to implement individual behaviour plans in consultation with parents and the behaviour lead. Behaviour plans should be completed on Edukey.

Racism, Bullying and Use of Inappropriate Language

Incidents of bullying or racism will not be tolerated and these will be recorded and reported in the racist incident and bullying files (see racism and bullying appendices 4 and 5 to this policy)

Any examples of inappropriate language addressed towards children and adults; such as insults, swearing, racist comments and homophobic language; must be challenged and reported. The member of staff reporting the incident

needs to use an orange harassment form as a written record which is then passed to the headteacher. The headteacher records all incidents within the bullying folder or racial harassment folders and makes the decision as to whether these incidents were proven or not.

The headteacher will be the lead on bullying and racism and all incidents must be referred to them.

Recording and Monitoring

All incidents of behaviour at a medium level or above that require a sanction should be recorded on a white incident form and passed to class teacher (if not completed by class teacher) and then through distribution list on the form. All white forms should be completed fully with a sanction recorded by the adult dealing with the incident. The behaviour lead will record the incidents on Sims in the behaviour section of a child's record. These will be monitored by the SLT to look for any trends or patterns in children's behaviour.

Incidents of bullying or racism should be recorded on an orange form and these should be passed to the headteacher. They will be recorded in the bullying and racist incident files and dealt with by the headteacher. The incident should also be recorded on Sims in the behaviour section of a child's record. These will be monitored termly and reported to governors on a termly basis and to the LA on an annual basis (or more often as required).

Any child protection concerns should be recorded on a red form and passed to the designated safeguarding lead or deputy.

If you have a general concern over a child, please write this on a pink form and pass it to the family support worker who will record and inform the class teacher and then headteacher.

This policy was approved by the governing body in October 2007.

This policy will be reviewed annually.

Written by:	Clare Caffrey Cindy Rogers
Date of policy	September 2023
Approved by Governors	Date: October 2023

Next review	Date: September 2024
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Appendix 1

Foresters Rewards

KS1 and EYFS and year 3

EYFS and KS1 use the Shirley Clarke principles of developing children's intrinsic satisfaction from good learning and behaviour therefore they do **NOT** take part in external rewards:

This means:

- whole class dojos are to be given by the class teacher
- No team points or individual dojos are to given by the class teacher
- Individual team points can be given by other members of staff
- All children get 30 mins on Friday afternoon (Fun Friday)

KS2- Year 4 upwards

- **Class dojos are only given within the classroom environment.** Class Dojos are based around the termly theme:
 - Autumn - Golden rules
 - Spring - Super Powers
 - Summer - Growth mindset
- If a mainstream class gets 500 dojos or base class gets 250 base then there is a whole class reward for all children. Examples could be all get a dip in a treasure box, a special trip to the park, a class party etc.
- The additional Dojo is a broken rule. This means that children never lose a dojo but if they fail to follow a rule then they are given a Broken Rule dojo. This can then be discussed with parents.
- All children get 30 mins on Friday afternoon (Fun Friday)

Team Points

If any member of staff wants to praise behaviour outside of the classroom i.e. the playground, dining hall, during PE, assembly etc - please give them a team point. If you feel that they deserve 5 team points then bring them to IHT or IDHT for a star (worth five team points).

Golden Table

Any child can be put forward for the Golden Table (lunch with the IHT on Friday) for good behaviour/manners etc. during lunchtime. Six children per week.

Breaking of rules outside of the classroom

If any child breaks a rule outside of the classroom, then the behaviour policy applies. They do not lose a dojo or a team point.

Please note: All year groups from 1-6 will use Class Dojo as the primary means of communication with parents including class story.

Appendix 2

Dealing with Children's Behaviour

If a child behaves in a manner that is disruptive or dangerous, the teacher's first priority must be the safety of themselves and the class. If the disruptive/dangerous child fails to calm down or stop their behaviour and it is not safe to remove them from the classroom then the teacher should remove the class from the situation. An adult who is not the class teacher should monitor the child and seek assistance from the behaviour lead/senior leadership team if required.

If a member of staff has serious concerns over the safety of the children in their care or the child who is behaving dangerously which can not be averted by the removal of the class, then it is acceptable to restrain the child to prevent a serious injury. Restraint should be used as a last resort, with the minimum of force and for the minimum amount of time as advocated within the school Positive Handling Policy.

There should be an emergency card in all rooms and this should be sent to the office so that the appropriately trained member of staff can be sent to help.

Class Behaviour Issues

Each class should have class rules that follow whole school behaviour rules as set out in the behaviour policy. If children break these rules through low level behaviours the following procedures should be followed:

1. Three warnings with a visual record for the child to see each warning.
2. On the third warning or an instance of behaviour that warrants it – the class teacher should instigate sanctions for inappropriate low level behaviour e.g. broken rule dojo.
3. If behaviour continues to be unacceptable then the teacher should refer their concerns to the behaviour lead/parent of the child and discuss with them sanctions that could be used both at school and home.
4. Higher level behaviours or continuous unacceptable behaviour (following steps 1 – 3 above) should be referred to keystage leader for support.

5. If there are still concerns that there should be a referral to the headteacher, deputy or SLT and SENCO (if not informed through SLT) as this may lead to behaviour plans and SEN intervention programmes where necessary.

Examples of low level would be linked to the golden rules and some examples of this would be:

- Calling out/talking in class/assembly
- Moving round the classroom
- Annoying other children
- Stopping other children from working/playing
- Throwing objects
- Failing to do work

These would be dealt with by the class teacher through normal classroom management.

Examples of mid level behaviours include:

- Leaving the classroom/playground without permission
- Poor attitude/rudeness to other children
- Swearing
- Damaging/not respecting school property

The above will lead to an immediate white incident form and a punishment/consequence – see list of sanctions

Parents will be informed if children show these behaviours and a record of this communication **MUST** be recorded on Edukey at the earliest opportunity.

Examples of high level behaviours:

- Repeated mid level behaviour
- Fighting with and violence towards other children
- Rudeness towards an adult
- Refusal to do as instructed by an adult
- Sexualised behaviour
- Violence towards an adult
- Bullying
- Racism

Any example of higher level behaviour will initially be investigated by the behaviour lead who must then refer to the most senior member of staff available to have the matter dealt with. The following procedure will then apply:

- All children and adults involved in the incident to be interviewed by the senior member of staff (written records may be asked for); any records to be appended to incident forms.
- The senior member of staff must contact the parents of all children involved and have meetings with main offenders and their parents (and also the parents of any victims).
- If deemed appropriate, a warning should be given that repetition of this behaviour could lead to temporary suspension either internal or external. If the senior member of staff feels it appropriate, a temporary suspension should be given.
- If previously a warning has been given and a child has repeated the behaviour then the child should be temporarily suspended.
- The incident should be logged on Sims in the behaviour section of a child's record. All relevant adults in school eg class teacher, SLT will be able to access this.
- Where a external suspension is given a reintegration meeting with parents MUST take place on the morning the child returns to school to discuss the behaviour that led to the suspension and what needs to be put in place to avoid a reoccurrence of the behaviour.
- Class teachers MUST ensure that workpacks are available for children who are internally or externally suspended

It must also be noted that the following behaviour could lead to a permanent exclusion from school:

- a) serious actual or threatened violence against another pupil or a member of staff;*
- b) sexual abuse or assault;*
- c) supplying an illegal drug; or*
- d) carrying an offensive weapon*
- e) More than 45 days of temporary suspensions in one academic year.

Playground Behaviour Issues

The rules in the playground are a continuation of school rules as set out in the behaviour policy. Where possible playground sanctions should be applied by any member of staff on duty eg handhold, apology. At lunchtime the behaviour lead can support with this. More serious incidents may require the child to be sent to the behaviour lead, class teacher or a member of SLT.

It is important that the member of staff who deals with the incident informs the class teacher, even if an incident form has not needed to be completed. This is to ensure that there is continuity between class and the playground.

Continuous behaviour difficulties in the playground may lead to suspension at lunch time/playtimes with the support of the parent.

Behaviour around the School

All adults have a responsibility to promote good behaviour round the school and to make sure that children are following school rules.

Positive behaviour strategies such as de-escalation and distraction techniques, should be used to prevent behaviour issues as well as giving choices and reminders about good behaviour and expectations and using approaches such as emotion coaching. Adults should avoid confrontation with a child whose behaviour is escalating and give time out to enable the child to regulate their emotions. Adults should act as good role models in their interactions with children. The behaviour must be addressed once the child is in a more responsive frame of mind.

If when corrected, a child fails to respond appropriately to an adult the adult should decide if time out is needed before instigating procedures as outlined for class behaviour.

The member of staff must implement a sanction, complete a white form showing the actions that have been taken and report the behaviour to the class teacher.

Appropriate Sanctions for Inappropriate Behaviour

Where sanctions need to be put in place the following should be used as appropriate

- Offer a verbal reprimand and encourage positive behaviour
- Use a '3 strikes and you're out' warning system
- Broken rule dojo
- Verbal/written apology
- Time out within the classroom.
- Time out the child into another class or the resource area (with adult support).
- Playtime/lunchtime reflection – short or long*
- Loss of Fun Friday minute (Friday sanction only)
- Work to be sent home to be completed
- Time out of the playground
- Extended playtime ban
- Internal suspension

* Please note that if a child is losing some of their playtime/lunchtime then the member of staff responsible must take responsibility for the children and stay with them for the duration of the sanction. Children should never be left

outside of the staffroom or school office without agreement with a member of the SLT.

For high level behaviours (in addition to the possibility of temporary suspension) additional sanctions should be discussed with the parent/s and where they are ongoing a behaviour action plan should be put in place.

Internal suspension

For high level behaviours an internal suspension may be appropriate. This should be treated as a serious consequence.

During the period of the suspension children should not take part in any of their own classes activities eg trips, sports events etc. They should go through the office to the allocated class. They should join in with the activities in that class apart from any fun activities and dismissed from there at the end of the day. Class teachers **MUST** ensure that workpacks are available for children who are internally suspended and used where the child cannot join in with the allocated class activities for any reason eg not age appropriate.

Behaviour Action Plan

A behaviour action plan should be put in place for a child who is struggling to manage their behaviour in line with the school's behaviour plan. This will outline additional/different strategies to support the development of appropriate behaviour and ensure a consistent approach to managing an individual child's behaviour. Behaviour plans should be set up by classteachers with the involvement of the behaviour lead and parents.

Behaviour plans are set up on Edukey and reviewed on a termly basis.

Appendix 3

Behaviour Action Plan



Behaviour Action Plan (new) for [REDACTED]

Date of birth: [REDACTED] Gender: Male Classes: [REDACTED] Year group: N2 House: Blue
 Teacher: Ms Clare Caffrey Start date: 29/6/2023 Review date: 27/9/2023 Plan number: 1



FORESTERS PRIMARY SCHOOL
 The Small School with a Big Heart

Headteacher: Mr H Spring

Assess

Behaviour of Concern: Disruptive behaviour in class - shouting out, being rude to adults, throwing things in class, refusal to do as asked
 Running out of the classroom

Early Warning signs: Head on desk, frequently getting up from desk and moving around classroom, rocking on chair, making noises

Plan

Positive Strategies (to reduce the challenging behaviour)	Reactive strategies and agreed responses (if the challenging behaviour occurs)
Offer fidget toy 5 minute time out for a learning break Move to quiet table in classroom Visual reminder Doodle book Reward chart	Calm voice - use of script Repeat the behaviour you want to see Red card to office Calm down area

Rewards: Chrome book, lego with time, mindfulness colouring, of tablet (agreed with parent)

Sanctions: Time out in another class/internal, letter of apology, phone call home to instigate loss

Appendix 4.

Procedures for Dealing with Racist Incidents

Racist incidents include:

- Any derogatory name calling, insults or racist jokes
- Racist comments in the course of discussions in lessons
- Refusal to cooperate with other people because of their race, colour, ethnicity or language

1. Do not ignore any form of verbal racist abuse or allow racist statements to go unchallenged .
2. Explain fully to the perpetrator that verbal racist abuse/behaviour will not be tolerated.
3. Incident referred to headteacher or most senior member of staff available (SLT) and recorded on the orange harassment form
4. Headteacher records all incidents in the racial harassment form and makes the decision as to whether the incident was proven or not
5. Where incidents are proven this should be indicated on the orange form and the form given to the behaviour lead for recording on Sims in the behaviour section of a child's record.

6. Follow up work should be done with a child to educate them about racist language/behaviour and a consequence should be put in place.

Any physical assaults, written abuse and threats (including notes and letters):

1. Steps 1-6 above will be instigated

In addition

- Parents informed either by meeting, phone or letter (last resort).
- Child **may** be suspended if: repeated incidents or nature of incident (see behaviour policy)

Appendix 5

Bullying Guidance

We define bullying as any sustained behaviour, verbal, non-verbal or physical, which is intentionally intimidating and causes hurt or distress to others irrespective whether it is prejudiced-base bullying related to: SEN, sexual orientation, sex, race religion and belief, gender reassignment or disability

Bullying in any form is anti-social behaviour and will not be tolerated in our school. We believe that staff, children, parents and the governing body must work in partnership to ensure that we create an environment in which bullying is actively discouraged.

We believe that everyone has the right to be safe and secure while in our school and we consider any instances of bullying as a serious infringement of those rights.

Instances of bullying will always be dealt with according to our Behaviour Policy and any other relevant policies. All alleged instances of bullying will be fully investigated when reported. All teaching and non-teaching staff share a collective responsibility to investigate any complaints made by children who may be the victims of bullying and, where appropriate, to make the situation known to a member of the Senior Management Team.

Where any adult is being bullied this will always be dealt with by a member of the Senior Management Team.

Support for Victims of Bullying

Anyone who is a victim of bullying or perceives themselves to be a victim must know that:

- (i) It is ok to "tell"

- (ii) The incident/threat will be dealt with
- (iii) Every effort will be made to ensure that they will be safe from further bullying or reprisal

Children will only have the confidence to “tell” if they can feel assured that (ii) and (iii) will happen. All allegations must be investigated and, whether substantiated or not, the victim must be told the outcome.

Children often use emotive language such as “beaten up” “bullied” “threatened” to describe quite trivial playground incidents, or even accidents, that have resulted in minor injury. It is, however, important that the child’s concern is taken seriously, as sensitive, sympathetic intervention from adults can help children to learn the difference between bullying and accident, so that they become increasingly able to describe situations appropriately.

Children who are found to be victims of bullying must be protected. They should be offered support from an adult mentor they trust such as a class teacher, SENCO, member of the Senior Leadership Team, behaviour lead, teaching assistant.

Anyone who is a victim of bullying must be provided with regular opportunities to review the situation and should know that they can go to their “mentor” at any time if they feel vulnerable.

When a case of bullying is substantiated the member of the senior Management Team dealing with the situation should ensure that the victim “feels safe” before sending them back to the situation where the bullying occurred.

It is desirable if both bully and victim can be brought together in a controlled environment to ensure that the situation is clarified. Ideally this will enable both parties to understand that the incident has been both taken seriously and dealt with and will not be allowed to recur.

The Perpetrators

It is important to make it plain to the child who has engaged in bullying behaviour that their behaviour is unacceptable. They must be encouraged to see the victim’s point of view and identify what they will do to make amends for their behaviour.

After recurring incidents and unsuccessful strategies for behaviour modification, the child who has engaged in bullying behaviour will have to face the consequences of their behaviour. A member of the Senior Leadership Team should be informed. In the case of children, a meeting with the child

who has engaged in bullying behaviour's parents may be called when a constructive plan for the future will be proposed.

If bullying continues to reoccur and there is no improvement the child who has engaged in bullying behaviour may be temporarily suspended or if necessary be permanently excluded. In the case of adults the LEA's Disciplinary and/or Threat of Violence Procedures will be applied.

Monitoring and Evaluation

An incident book is kept in the Headteacher's Office where incidents are recorded and a record is kept as to whether the incident is bullying or not.

The Behaviour lead is responsible for ensuring lunchtime incidents are recorded and, where appropriate, reported to a member of the Senior Management Team.

The Class teacher or a member of the SLT is responsible for ensuring the parents of both the victim and the perpetrator are informed. The Headteacher is responsible for completing any incident report forms as requested by the LA.

The behaviour lead will record incidents of bullying on Sims in the behaviour section of a child's record.